

ABSTRAK

AN-NISA APRIANI: Pengaruh *Subject Specific Pedagogy* Tematik Integratif Terhadap Penanaman Karakter Disiplin dan Tanggung Jawab Siswa kelas III SD Se-gugus 2 Kecamatan Banguntapan. **Tesis. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta, 2014.**

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan SSP Tematik Integratif terhadap: 1) penanaman karakter disiplin dan 2) tanggung jawab siswa kelas III SD se-gugus 2 Kecamatan Banguntapan.

Jenis penelitian ini adalah *quasi experiment* dengan desain *pretest-posttest control group design*. Populasi penelitian ini adalah siswa kelas III SD se-gugus 2 kecamatan Banguntapan pada semester II tahun ajaran 2013/2014. Sampel dipilih sebanyak tiga kelas dengan menggunakan teknik *cluster random sampling* sehingga ditetapkan kelas III A SD Sokowaten Baru sebagai kelompok kontrol, kelas III SD Banguntapan sebagai kelompok eksperimen I, dan kelas III B SD Sokowaten Baru sebagai kelompok eksperimen II. Kelompok kontrol berjumlah satu kelas diberi pembelajaran menggunakan perangkat pembelajaran tematik sedangkan kelompok eksperimen berjumlah dua kelas diberi perlakuan menggunakan SSP tematik integratif. Teknik pengumpulan data yang digunakan adalah observasi. Pedoman observasi digunakan untuk mengetahui perilaku siswa yang menunjukkan karakter disiplin dan tanggung jawab sebelum perlakuan (*pretest*), selama perlakuan, dan sesudah perlakuan (*posttest*). Untuk memperoleh keabsahan data, instrument divalidasi dengan teknik *expert judgement*, sedangkan reliabilitas instrument menggunakan teknik Borich. Teknik analisis data yang digunakan adalah uji Anova satu jalur dengan taraf signifikansi 0,05.

Penelitian ini menunjukkan hasil sebagai berikut. 1) SSP tematik integratif berpengaruh signifikan terhadap penanaman karakter disiplin. Hasil uji Anova pada skor *posttest* karakter disiplin antara kelompok kontrol, eksperimen I, dan eksperimen II menunjukkan bahwa nilai F sebesar 18,173 dengan db 86 dan taraf signifikansi 0,00. Nilai signifikansi lebih kecil dari 0,05. 2) SSP tematik integratif berpengaruh signifikan terhadap penanaman karakter tanggung jawab antara kelompok kontrol, eksperimen I, dan eksperimen II. Hasil uji Anova pada skor *posttest* karakter tanggung jawab menunjukkan bahwa nilai F sebesar 17,809 dengan db 86 dan taraf signifikansi 0,00. Nilai signifikansi lebih kecil dari 0,05. Dari data tersebut dapat disimpulkan bahwa SSP tematik integratif berpengaruh positif dan signifikan terhadap penanaman karakter disiplin dan tanggung jawab siswa kelas III SD Se-gugus 2 Kecamatan Banguntapan.

Kata kunci: SSP Tematik Integratif, Karakter disiplin dan tanggung jawab



ABSTRACT

AN-NISA APRIANI: *The Effect of Thematic Integrative Subject Specific Pedagogy in Inculcating Characters of Discipline and Responsibility of Year III Students of Elementary Schools in Cluster 2 in Banguntapan Subdistrict.* **Thesis. Yogyakarta: Graduate School, Yogyakarta State University, 2014**

This research was aimed to find out the effect of Thematic Integrative Subject Specific Pedagogy in inculcating the character of (1) discipline and (2) responsibility of year III students of elementary schools in cluster 2 in Banguntapan Subdistrict.

This research was a quasi-experiment with a pretest and posttest control group design. The population was year III students of elementary school in Cluster 2 in Banguntapan Subdistrict during their second semester, academic year of 2013/2014. A sample of three classes was established using cluster random sampling technique. Class III A of Sokowaten Baru Elementary School was chosen as the control group, while Class III of Banguntapan Elementary School as the experimental from group one and Class III B of Sokowaten Baru Elementary School as the experimental from group two. The control group which consisted of one class was taught using thematic learning, whereas the experimental groups that consisted two classes using Subject Specific Pedagogy of Integrative Thematic. The data was collected through observation. The observation technique was used to know the discipline and responsibility characters of students before the treatment (pretest), during the treatment, after the treatment (posttest). To obtain the validity of the instrument this research used expert judgement technique, while the reliability of the instrument used Borich technique. The data analysis technique used was Anova test with significance level of 0.05.

The results of the research were (1) Thematic Integrative Subject Specific Pedagogy had a significant effect in inculcating character of discipline. The result of the Anova test on the post-test score of discipline character among the control group, the experimental I and II groups showed that the value of F was 18.173 with db 86 and significance level of 0.00. The significance level was less than 0.05. (2) Thematic Integrative Subject Specific Pedagogy had a significant effect in inculcating character of responsibility among the control group, the experimental I and II groups. The result of the Anova test on the posttest score of the responsibility character showed that the value of F was 17.809 with db 86 and significance level of 0.00. The significance level was less than 0.05. Based on the data it could be concluded that there was a positive and significant effect of Thematic Integrative Subject Specific Pedagogy in inculcating characters of discipline and responsibility of year III students of elementary schools in cluster 2 in Banguntapan Subdistrict.

Keyword: *thematic integrative subject specific pedagogy, characters of discipline and responsibility*

